

Inspection report for early years provision

Unique reference number	EY380375
Inspection date	14/05/2009
Inspector	Lilyanne Taylor
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2008. She lives with her partner and pre-school age child in a mid-terrace house situated in Milton, a suburb of Portsmouth. All areas of the property are registered for childminding and there is a rear paved enclosed garden for outdoor play. The premises are within walking distance to local shops, parks, schools and pre-schools.

During the day the childminder is registered to care for a maximum of five children under eight years at any one time, of these no more than two may be in the early years age range. Overnight she is registered to provide care for one child under eight years at any one time. Currently the childminder has two children who are in the early years age group on roll. Care is also provided for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from local schools and pre-schools and attends toddler groups on a regular basis.

The childminder operates Monday to Friday from 07:30 to 17:30; children's hours of attendance are able to be flexible within these times. The childminder is willing to extend the hours in which she operates to meet parent's requirements.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder works alongside parents to ensure she has a sound knowledge and understanding of all children in attendance and that their individual welfare and learning needs are appropriately supported and met. The childminder has a realistic view of the strengths of her provision and areas she wishes to improve. This means she is able to build on the good practice already in place and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue developing children's records of progress so they include sufficient detail to show the stage of learning and development children are at by ensuring observations made are dated and cross referenced to the stepping stone of the early learning goal to which they relate
- develop links with the providers of the Early Years Foundation Stage who some children attend to ensure the learning and development needs of such children is continuously supported

The leadership and management of the early years provision

Children's welfare is fully safeguarded. The childminder has a sound understanding of her role and responsibility for safeguarding children and knows what action to take should she have concerns about a child's welfare. Parents are given information of the childminder's duty to report any concerns she may have regarding their children's welfare. In addition, a record of any injuries they may come in with is maintained and shared with parents. Parents are also given information of the procedures they should follow should they have any concerns of the setting or the care their children receive. In the event of the childminder being absent the arrangements she has in place which are agreed with parents, ensure children are only cared for by adults who have been suitably vetted.

The childminder holds a current first aid certificate and children are protected from illness and infection through the procedures she has in place.

The childminder has established good working relationships with parents to ensure children's individual needs are met. Information of some of the activities their children have engaged in and the progress they are making while in the childminder's care is exchanged verbally each day. Parents are encouraged to discuss with the childminder any achievements their child has made or interests they may have expressed at home, this information is then taken into account when the childminder plans future activities.

The childminder has not yet developed a system to liaise with other providers of the Early Years Foundation Stage (EYFS). As a result, it is not clear to see whether the individual care, learning and development needs of children who attend other settings are continuously being met and progressed at this time.

The quality and standards of the early years provision

The childminder has a clear recognition of each child as an individual; she uses the knowledge she has of them to ensure they are appropriately supported to make good progress in their learning. Records to show the stage of development children are at in all six areas and what the plans are for their next steps in relation to the early learning goals are developing well. They contain written observations the childminder makes while children play, some of which are supported by photographs and samples of work. However, because not all observations are dated and they are not cross referenced to the stepping stones of the early learning goals it is not clear to see the stage of learning children are at in all areas of their development.

Toys and resources are stored at low level and easily accessible enabling children to make independent choices within their daily routines. Children enjoy making their own choices in play, which allows them to follow and develop their own interests, for example, they thoroughly enjoy painting and select the colours they wish to use. The childminder sustains children's interest by ensuring they are all fully involved in activities. For example, during a singing session about animals the

childminder ensures each child has an animal puppet that they can produce at a given time. Children have fun and laugh together as they join in with ring games such as the 'hokey cokey' and 'ring a ring of roses'.

The childminder ensures children are provided with a balance of adult-led and child-initiated activities and is active in her use of praise and encouragement. As a result children have secure relationships with her and are developing their confidence and high levels of self-esteem. Children gain a sense of belonging; they each have their own low level chair to sit on during activities which have their name and photograph on. The childminder's effective verbal interaction is supporting young children to develop their language and communication skills.

The childminder uses the outdoor environment as a good learning resource for children. Children develop their large motor muscles through the opportunities they have to use large equipment at the local parks and they are taken on regular walks around the local area including trips to the ponds to feed the ducks. They learn how to socialise with others through their regular attendance at local toddler groups.

Children are learning how to keep themselves safe; they regularly practise the procedures the childminder has in place for evacuating the premises in the event of an emergency.

Children are developing independence in their self care and are beginning to have an understanding of aspects of hygiene such as washing their hands through daily routines and activities they engage in.

Children's behaviour overall is good; they show respect for the toys and resources, and care and concern for others. In addition, they are developing good friendships with each other as they are encouraged to share and take turns; this is managed well by the childminder.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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